

PPAT® Assessment

Alignment with
Praxis® Test
Specifications for
Early Childhood
Education: Content
and Analysis



PPAT® Assessment Alignment with Praxis® Test Specifications for Early Childhood Education: Content and Analysis

PPAT® assessment Tasks 2 through 4 all require candidates to provide evidence of content knowledge both in their teaching practices as well as in the assessment of student learning.

While all of the prompts for each task do not prescribe the specific content that must be included, they do draw upon a broad spectrum of content knowledge relevant to an individual candidate's particular area. Candidate responses, which include content, are scored by trained raters who have expertise in the same content area.

Given that PPAT assessment tasks are limited to the content teacher candidates are allowed or instructed to deliver in their assigned clinical experience classrooms, the PPAT assessment does not cover the full breadth and depth of a content discipline. However, successful completion of the PPAT assessment does require that candidates demonstrate the ability to accurately and effectively teach the content that they choose or are given, and also requires raters to evaluate whether the instructional delivery of the content is accurate and effective.

The PPAT assessment emphasizes that the appropriateness and relevance of content selected by candidates in the completion of the assessment in the area of Early Childhood Education may include, but is not limited to, the following categories.



PPAT® Assessment Task 1: Knowledge of Students and the Learning Environment

Task 1 Steps	Praxis® Test Specifications
<p>Step 1 Knowledge of Students Candidates' ability to familiarize themselves with their students and the characteristics and circumstances of the environment in which they learn</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) <p>C. Reading: Literature and Informational Text</p> <ol style="list-style-type: none"> 1. Understands how to use key ideas and details to comprehend literature, informational text, and images 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing: recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message) <p>E. Speaking and Listening</p> <ol style="list-style-type: none"> 1. Knows the characteristics of effective collaborative conversations: knows strategies for promoting conversations (e.g., types of questions, modeling metacognition, providing opportunities) <p>F. Language</p> <ol style="list-style-type: none"> 2. Understands how to determine the meaning of words and phrases <p>II. Mathematics</p> <p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 2. Knows how to apply appropriate mental strategies 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers: uses various strategies and algorithms to perform operations on whole numbers, including multidigit numbers, and interprets the remainder in division problems <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <ol style="list-style-type: none"> 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop): selects appropriate tools for teaching group social skills (e.g., conflict resolution)
<p>Step 2 Resources and Procedures Candidates' ability to identify available instructional resources, student interests, rules and procedures, and a method of communication with students and families</p>	<p>I. Language and Literacy</p> <p>Demonstrates understanding of central concepts, skills, and tools of inquiry in language and literacy; applies that knowledge in the context of children's learning; demonstrates understanding of the structure of the content area of language and literacy; demonstrates understanding of ways in which language and literacy are integrated across content areas; demonstrates understanding of ways to make real-life connections to language and literacy.</p> <p>A. Emergent Literacy: Foundational Skills</p>

Task 1 Steps	<i>Praxis</i> [®] Test Specifications
	<p>2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students</p> <p>D. Writing</p> <p>1. Knows the developmental stages of writing: recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message)</p> <p>E. Speaking and Listening</p> <p>1. Knows the characteristics of effective collaborative conversations: knows strategies for promoting conversations (e.g., types of questions, modeling metacognition, providing opportunities)</p> <p>II. Mathematics</p> <p>Demonstrates understanding of central concepts, skills, and tools of inquiry in mathematics; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content area of mathematics; demonstrates understanding of a variety of strategies to determine the reasonableness of results; demonstrates understanding of ways in which mathematics is integrated across the content areas; demonstrates understanding of ways to make real-life connections to mathematics</p> <p>III. Social Studies</p> <p>Demonstrates understanding of central concepts, skills, and tools of inquiry in the social sciences; applies that knowledge in the context of young children’s learning and social and emotional development; demonstrates understanding of the structure of the content areas of social studies; demonstrates understanding of ways in which social studies and social skills are integrated across the content areas; demonstrates understanding of ways to make real-life connections to social studies</p> <p>IV. Science</p> <p>Demonstrates understanding of central concepts, skills, and tools of inquiry in science; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content area of science; demonstrates understanding of ways in which science is integrated across the content areas; demonstrates understanding of ways to make real-life connections to science</p> <p>V. Health and Physical Education, Creative and Performing Arts</p> <p>A. Health and Physical Education</p> <p>Demonstrates understanding of central concepts, skills, and tools of inquiry in health education, physical education; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content areas of health and physical education; demonstrates understanding of ways in which health and physical education are integrated across the content areas</p> <p>B. Creative and Performing Arts</p> <p>Demonstrates understanding of central concepts, skills, and tools of inquiry in creative and performing arts; applies that knowledge in the context of children’s learning; demonstrates understanding of the structure of the content areas of creative and performing arts; demonstrates an understanding of ways in which the arts are integrated across the content areas; demonstrates understanding of ways to make real-life connections to creative and performing arts</p>



PPAT[®] Assessment Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Task 2 Steps	Praxis [®] Test Specifications
<p>Step 1 Planning the Assessment Candidates' ability to plan an assessment that uses appropriate assessment tools to meet student needs and the learning goal(s)</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 1. Recognizes various stages of language acquisition (e.g., oral language, written language — including spelling) 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) 4. Understands the role of phonological awareness in literacy development <p>B. Reading: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the role and importance of phonics and word analysis in literacy development 2. Understands the role of fluency in literacy development <p>C. Reading: Literature and Informational Text</p> <ol style="list-style-type: none"> 1. Understands how to use key ideas and details to comprehend literature, informational text, and images 2. Understands how features and structures of text across genres affect comprehension 3. Understands the concept of point of view using evidence from the text 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources 5. Knows the role of text complexity in reading development <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing 2. Understands the characteristics of common types of writing 3. Understands the authoring cycle of writing 4. Understands the characteristics of effective writing 5. Knows the purpose of digital media literacy for production and distribution of writing 6. Knows the research process that builds knowledge about a topic <p>E. Speaking and Listening</p> <ol style="list-style-type: none"> 1. Knows the characteristics of effective collaborative conversations 2. Knows the characteristics of engaging oral presentations <p>F. Language</p> <ol style="list-style-type: none"> 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling 2. Understands how to determine the meaning of words and phrases 3. Understands characteristics of conversational, academic, and domain-specific language <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p>

Task 2 Steps	Praxis® Test Specifications
	<p>1. Understands the prerequisite skills that relate to future mathematical concept development</p> <p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts related to the place-value system 2. Knows how to apply appropriate mental strategies 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>C. Numbers and Operations—Fractions</p> <ol style="list-style-type: none"> 1. Understands the multiple representations and meanings of a fraction 2. Understands the processes, skills, and concepts for working with rational fractions <p>D. Algebraic Thinking</p> <ol style="list-style-type: none"> 1. Knows the processes, skills, and concepts for working with patterns 2. Knows the properties of the four operations and the processes, skills, and concepts for solving problems <p>E. Geometry, Measurement, and Data</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts for reasoning about shapes and their attributes 2. Understands the processes, skills, and concepts for solving problems involving measurement and estimation using standard and nonstandard units of measure 3. Understands the processes, skills, and concepts for representing and interpreting data <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <ol style="list-style-type: none"> 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop) <p>B. Culture and Cultural Identity</p> <ol style="list-style-type: none"> 1. Knows the components of culture and why the study of culture is important <p>C. People, Places, and Environments</p> <ol style="list-style-type: none"> 1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment <p>D. Time, Continuity, and Change</p> <ol style="list-style-type: none"> 1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time <p>E. Civics and Government</p> <ol style="list-style-type: none"> 1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance <p>IV. Science</p> <p>A. Fundamental Concepts and Processes of Scientific Inquiry</p> <ol style="list-style-type: none"> 1. Understands fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and engineering and technology <p>B. Physical Science</p> <ol style="list-style-type: none"> 1. Understands the basic phenomena of the physical world <p>C. Earth and Space Science</p> <ol style="list-style-type: none"> 1. Knows the basic phenomena of Earth and space <p>D. Life Science</p> <ol style="list-style-type: none"> 1. Understands living organisms and natural systems

Task 2 Steps	Praxis® Test Specifications
	<p>E. Engineering, Technology and Applications of Science</p> <ol style="list-style-type: none"> 1. Is familiar with methods of facilitating problem solving through inventing solutions to simple problems 2. Knows appropriate technology to support scientific inquiry across domains <p>V. Health and Physical Education, Creative and Performing Arts</p> <p>A. Health and Physical Education</p> <ol style="list-style-type: none"> 1. Health: Knows fundamental health concepts and skills 2. Physical Education: Knows fundamental physical education concepts and skills <p>B. Creative and Performing Arts</p> <ol style="list-style-type: none"> 1. Purposes and Functions of the Arts: knows why works of art are created and the processes for responding to works of art 2. Structure and Processes Within the Arts: knows basic terminology, elements, principles, materials, and processes utilized in visual art, music, dance, and theater
<p>Step 2 Administering the Assessment and Analyzing the Data Candidates' ability to administer their assessment and to collect, record, and analyze the data</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing: recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message) 4. Understands the characteristics of effective writing <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the prerequisite skills that relate to future mathematical concept development <p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>E. Geometry, Measurement, and Data</p> <ol style="list-style-type: none"> 3. Understands the processes, skills, and concepts for representing and interpreting data <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <ol style="list-style-type: none"> 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop)
<p>Step 3 Reflecting Candidates' ability to reflect on their assessment by providing evidence of student learning that resulted from the administered assessment plan</p> <p>Candidates' ability to reflect on the data-based decisions that occurred through data analysis</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students <p>D. Writing</p> <ol style="list-style-type: none"> 4. Understands the characteristics of effective writing <p>II. Mathematics</p> <p>E. Geometry, Measurement, and Data</p>

Task 2 Steps	<i>Praxis</i> [®] Test Specifications
	3. Understands the processes, skills, and concepts for representing and interpreting data

PPAT® Assessment Task 3: Designing Instruction for Student Learning

Task 3 Steps	Praxis® Test Specifications
<p>Step 1 Planning the Lesson Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 1. Recognizes various stages of language acquisition (e.g., oral language, written language — including spelling) 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) 4. Understands the role of phonological awareness in literacy development <p>B. Reading: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the role and importance of phonics and word analysis in literacy development 2. Understands the role of fluency in literacy development <p>C. Reading: Literature and Informational Text</p> <ol style="list-style-type: none"> 1. Understands how to use key ideas and details to comprehend literature, informational text, and images 2. Understands how features and structures of text across genres affect comprehension 3. Understands the concept of point of view using evidence from the text 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources 5. Knows the role of text complexity in reading development <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing 2. Understands the characteristics of common types of writing 3. Understands the authoring cycle of writing 4. Understands the characteristics of effective writing 5. Knows the purpose of digital media literacy for production and distribution of writing 6. Knows the research process that builds knowledge about a topic <p>E. Speaking and Listening</p> <ol style="list-style-type: none"> 1. Knows the characteristics of effective collaborative conversations 2. Knows the characteristics of engaging oral presentations <p>F. Language</p> <ol style="list-style-type: none"> 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling 2. Understands how to determine the meaning of words and phrases 3. Understands characteristics of conversational, academic, and domain-specific language <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the prerequisite skills that relate to future mathematical concept development

Task 3 Steps	Praxis® Test Specifications
	<p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts related to the place-value system 2. Knows how to apply appropriate mental strategies 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>C. Numbers and Operations—Fractions</p> <ol style="list-style-type: none"> 1. Understands the multiple representations and meanings of a fraction 2. Understands the processes, skills, and concepts for working with rational fractions <p>D. Algebraic Thinking</p> <ol style="list-style-type: none"> 1. Knows the processes, skills, and concepts for working with patterns 2. Knows the properties of the four operations and the processes, skills, and concepts for solving problems <p>E. Geometry, Measurement, and Data</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts for reasoning about shapes and their attributes 2. Understands the processes, skills, and concepts for solving problems involving measurement and estimation using standard and nonstandard units of measure 3. Understands the processes, skills, and concepts for representing and interpreting data <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <ol style="list-style-type: none"> 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop) <p>B. Culture and Cultural Identity</p> <ol style="list-style-type: none"> 1. Knows the components of culture and why the study of culture is important <p>C. People, Places, and Environments</p> <ol style="list-style-type: none"> 1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment <p>D. Time, Continuity, and Change</p> <ol style="list-style-type: none"> 1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time <p>E. Civics and Government</p> <ol style="list-style-type: none"> 1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance <p>IV. Science</p> <p>A. Fundamental Concepts and Processes of Scientific Inquiry</p> <ol style="list-style-type: none"> 1. Understands fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and engineering and technology <p>B. Physical Science</p> <ol style="list-style-type: none"> 1. Understands the basic phenomena of the physical world <p>C. Earth and Space Science</p> <ol style="list-style-type: none"> 1. Knows the basic phenomena of Earth and space <p>D. Life Science</p> <ol style="list-style-type: none"> 1. Understands living organisms and natural systems <p>E. Engineering, Technology and Applications of Science</p>

Task 3 Steps	Praxis® Test Specifications
	<ul style="list-style-type: none"> 1. Is familiar with methods of facilitating problem solving through inventing solutions to simple problems 2. Knows appropriate technology to support scientific inquiry across domains <p>V. Health and Physical Education, Creative and Performing Arts</p> <p>A. Health and Physical Education</p> <ul style="list-style-type: none"> 1. Health: Knows fundamental health concepts and skills 2. Physical Education: Knows fundamental physical education concepts and skills <p>B. Creative and Performing Arts</p> <ul style="list-style-type: none"> 1. Purposes and Functions of the Arts: knows why works of art are created and the processes for responding to works of art 2. Structure and Processes Within the Arts: knows basic terminology, elements, principles, materials, and processes utilized in visual art, music, dance, and theater
<p>Step 2 The Focus Students Candidates' ability to differentiate instruction for individual students</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ul style="list-style-type: none"> 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students <p>D. Writing</p> <ul style="list-style-type: none"> 1. Knows the developmental stages of writing: recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message) 4. Understands the characteristics of effective writing <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p> <ul style="list-style-type: none"> 1. Understands the prerequisite skills that relate to future mathematical concept development <p>B. Numbers and Operations—Whole Numbers</p> <ul style="list-style-type: none"> 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>E. Geometry, Measurement, and Data</p> <ul style="list-style-type: none"> 3. Understands the processes, skills, and concepts for representing and interpreting data
<p>Step 3 Analyzing the Instruction Candidates' ability to analyze their lesson plan and evidence of student learning</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ul style="list-style-type: none"> 1. Recognizes various stages of language acquisition (e.g., oral language, written language — including spelling) 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) 4. Understands the role of phonological awareness in literacy development <p>B. Reading: Foundational Skills</p> <ul style="list-style-type: none"> 1. Understands the role and importance of phonics and word analysis in literacy development 2. Understands the role of fluency in literacy development <p>C. Reading: Literature and Informational Text</p>

Task 3 Steps	Praxis® Test Specifications
	<ol style="list-style-type: none"> 1. Understands how to use key ideas and details to comprehend literature, informational text, and images 2. Understands how features and structures of text across genres affect comprehension 3. Understands the concept of point of view using evidence from the text 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources 5. Knows the role of text complexity in reading development <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing 2. Understands the characteristics of common types of writing 3. Understands the authoring cycle of writing 4. Understands the characteristics of effective writing 5. Knows the purpose of digital media literacy for production and distribution of writing 6. Knows the research process that builds knowledge about a topic <p>E. Speaking and Listening</p> <ol style="list-style-type: none"> 1. Knows the characteristics of effective collaborative conversations 2. Knows the characteristics of engaging oral presentations <p>F. Language</p> <ol style="list-style-type: none"> 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling 2. Understands how to determine the meaning of words and phrases 3. Understands characteristics of conversational, academic, and domain-specific language <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the prerequisite skills that relate to future mathematical concept development <p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts related to the place-value system 2. Knows how to apply appropriate mental strategies 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>C. Numbers and Operations—Fractions</p> <ol style="list-style-type: none"> 1. Understands the multiple representations and meanings of a fraction 2. Understands the processes, skills, and concepts for working with rational fractions <p>D. Algebraic Thinking</p> <ol style="list-style-type: none"> 1. Knows the processes, skills, and concepts for working with patterns 2. Knows the properties of the four operations and the processes, skills, and concepts for solving problems <p>E. Geometry, Measurement, and Data</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts for reasoning about shapes and their attributes

Task 3 Steps	Praxis® Test Specifications
	<p>2. Understands the processes, skills, and concepts for solving problems involving measurement and estimation using standard and nonstandard units of measure</p> <p>3. Understands the processes, skills, and concepts for representing and interpreting data</p> <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <p>1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop)</p> <p>B. Culture and Cultural Identity</p> <p>1. Knows the components of culture and why the study of culture is important</p> <p>C. People, Places, and Environments</p> <p>1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment</p> <p>D. Time, Continuity, and Change</p> <p>1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time</p> <p>E. Civics and Government</p> <p>1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance</p> <p>IV. Science</p> <p>A. Fundamental Concepts and Processes of Scientific Inquiry</p> <p>1. Understands fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and engineering and technology</p> <p>B. Physical Science</p> <p>1. Understands the basic phenomena of the physical world</p> <p>C. Earth and Space Science</p> <p>1. Knows the basic phenomena of Earth and space</p> <p>D. Life Science</p> <p>1. Understands living organisms and natural systems</p> <p>E. Engineering, Technology and Applications of Science</p> <p>1. Is familiar with methods of facilitating problem solving through inventing solutions to simple problems</p> <p>2. Knows appropriate technology to support scientific inquiry across domains</p> <p>V. Health and Physical Education, Creative and Performing Arts</p> <p>A. Health and Physical Education</p> <p>1. Health: Knows fundamental health concepts and skills</p> <p>2. Physical Education: Knows fundamental physical education concepts and skills</p> <p>B. Creative and Performing Arts</p> <p>1. Purposes and Functions of the Arts: knows why works of art are created and the processes for responding to works of art</p> <p>2. Structure and Processes Within the Arts: knows basic terminology, elements, principles, materials, and processes utilized in visual art, music, dance, and theater</p>
<p>Step 4 Reflecting Candidates' ability to reflect on the strengths of their lesson plan as well as on</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p>

Task 3 Steps	<i>Praxis</i> [®] Test Specifications
the components of the lesson that are in need of improvement	<p>2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students</p> <p>D. Writing</p> <p>4. Understands the characteristics of effective writing</p> <p>II. Mathematics</p> <p>E. Geometry, Measurement, and Data</p> <p>3. Understands the processes, skills, and concepts for representing and interpreting data</p>



PPAT® Assessment Task 4: Implementing and Analyzing Instruction to Promote Student Learning

Task 4 Steps	Praxis® Test Specifications
<p>Step 1 Planning Candidates' ability to plan an effective lesson that facilitates student learning</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 1. Recognizes various stages of language acquisition (e.g., oral language, written language — including spelling) 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) 4. Understands the role of phonological awareness in literacy development <p>B. Reading: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the role and importance of phonics and word analysis in literacy development 2. Understands the role of fluency in literacy development <p>C. Reading: Literature and Informational Text</p> <ol style="list-style-type: none"> 1. Understands how to use key ideas and details to comprehend literature, informational text, and images 2. Understands how features and structures of text across genres affect comprehension 3. Understands the concept of point of view using evidence from the text 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources 5. Knows the role of text complexity in reading development <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing 2. Understands the characteristics of common types of writing 3. Understands the authoring cycle of writing 4. Understands the characteristics of effective writing 5. Knows the purpose of digital media literacy for production and distribution of writing 6. Knows the research process that builds knowledge about a topic <p>E. Speaking and Listening</p> <ol style="list-style-type: none"> 1. Knows the characteristics of effective collaborative conversations 2. Knows the characteristics of engaging oral presentations <p>F. Language</p> <ol style="list-style-type: none"> 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling 2. Understands how to determine the meaning of words and phrases 3. Understands characteristics of conversational, academic, and domain-specific language <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p>

Task 4 Steps	Praxis® Test Specifications
	<p>1. Understands the prerequisite skills that relate to future mathematical concept development</p> <p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts related to the place-value system 2. Knows how to apply appropriate mental strategies 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>C. Numbers and Operations—Fractions</p> <ol style="list-style-type: none"> 1. Understands the multiple representations and meanings of a fraction 2. Understands the processes, skills, and concepts for working with rational fractions <p>D. Algebraic Thinking</p> <ol style="list-style-type: none"> 1. Knows the processes, skills, and concepts for working with patterns 2. Knows the properties of the four operations and the processes, skills, and concepts for solving problems <p>E. Geometry, Measurement, and Data</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts for reasoning about shapes and their attributes 2. Understands the processes, skills, and concepts for solving problems involving measurement and estimation using standard and nonstandard units of measure 3. Understands the processes, skills, and concepts for representing and interpreting data <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <ol style="list-style-type: none"> 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop) <p>B. Culture and Cultural Identity</p> <ol style="list-style-type: none"> 1. Knows the components of culture and why the study of culture is important <p>C. People, Places, and Environments</p> <ol style="list-style-type: none"> 1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment <p>D. Time, Continuity, and Change</p> <ol style="list-style-type: none"> 1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time <p>E. Civics and Government</p> <ol style="list-style-type: none"> 1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance <p>IV. Science</p> <p>A. Fundamental Concepts and Processes of Scientific Inquiry</p> <ol style="list-style-type: none"> 1. Understands fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and engineering and technology <p>B. Physical Science</p> <ol style="list-style-type: none"> 1. Understands the basic phenomena of the physical world <p>C. Earth and Space Science</p> <ol style="list-style-type: none"> 1. Knows the basic phenomena of Earth and space <p>D. Life Science</p> <ol style="list-style-type: none"> 1. Understands living organisms and natural systems

Task 4 Steps	Praxis® Test Specifications
	<p>E. Engineering, Technology and Applications of Science</p> <ol style="list-style-type: none"> 1. Is familiar with methods of facilitating problem solving through inventing solutions to simple problems 2. Knows appropriate technology to support scientific inquiry across domains <p>V. Health and Physical Education, Creative and Performing Arts</p> <p>A. Health and Physical Education</p> <ol style="list-style-type: none"> 1. Health: Knows fundamental health concepts and skills 2. Physical Education: Knows fundamental physical education concepts and skills <p>B. Creative and Performing Arts</p> <ol style="list-style-type: none"> 1. Purposes and Functions of the Arts: knows why works of art are created and the processes for responding to works of art 2. Structure and Processes Within the Arts: knows basic terminology, elements, principles, materials, and processes utilized in visual art, music, dance, and theater
<p>Step 2 Implementing the Plan Candidates' ability to implement the lesson plan, interact with their students, and analyze their practice</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <ol style="list-style-type: none"> 1. Recognizes various stages of language acquisition (e.g., oral language, written language — including spelling) 2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students 3. Knows how to help students develop an understanding of print awareness (e.g., environmental print, print concepts) 4. Understands the role of phonological awareness in literacy development <p>B. Reading: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the role and importance of phonics and word analysis in literacy development 2. Understands the role of fluency in literacy development <p>C. Reading: Literature and Informational Text</p> <ol style="list-style-type: none"> 1. Understands how to use key ideas and details to comprehend literature, informational text, and images 2. Understands how features and structures of text across genres affect comprehension 3. Understands the concept of point of view using evidence from the text 4. Understands how to integrate and compare written, visual, and oral information from texts and multimedia sources 5. Knows the role of text complexity in reading development <p>D. Writing</p> <ol style="list-style-type: none"> 1. Knows the developmental stages of writing 2. Understands the characteristics of common types of writing 3. Understands the authoring cycle of writing 4. Understands the characteristics of effective writing 5. Knows the purpose of digital media literacy for production and distribution of writing 6. Knows the research process that builds knowledge about a topic <p>E. Speaking and Listening</p> <ol style="list-style-type: none"> 1. Knows the characteristics of effective collaborative conversations

Task 4 Steps	Praxis® Test Specifications
	<p>2. Knows the characteristics of engaging oral presentations</p> <p>F. Language</p> <ol style="list-style-type: none"> 1. Knows the conventions of Standard English grammar, usage, mechanics, and spelling 2. Understands how to determine the meaning of words and phrases 3. Understands characteristics of conversational, academic, and domain-specific language <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p> <ol style="list-style-type: none"> 1. Understands the prerequisite skills that relate to future mathematical concept development <p>B. Numbers and Operations—Whole Numbers</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts related to the place-value system 2. Knows how to apply appropriate mental strategies 3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers <p>C. Numbers and Operations—Fractions</p> <ol style="list-style-type: none"> 1. Understands the multiple representations and meanings of a fraction 2. Understands the processes, skills, and concepts for working with rational fractions <p>D. Algebraic Thinking</p> <ol style="list-style-type: none"> 1. Knows the processes, skills, and concepts for working with patterns 2. Knows the properties of the four operations and the processes, skills, and concepts for solving problems <p>E. Geometry, Measurement, and Data</p> <ol style="list-style-type: none"> 1. Understands the processes, skills, and concepts for reasoning about shapes and their attributes 2. Understands the processes, skills, and concepts for solving problems involving measurement and estimation using standard and nonstandard units of measure 3. Understands the processes, skills, and concepts for representing and interpreting data <p>III. Social Studies</p> <p>A. Identity, Social, and Emotional Development</p> <ol style="list-style-type: none"> 1. Understands the process of exploring, identifying, and analyzing identity, individual development, and relationships to others (e.g., self-concept, self-awareness, and self-regulation and how they develop) <p>B. Culture and Cultural Identity</p> <ol style="list-style-type: none"> 1. Knows the components of culture and why the study of culture is important <p>C. People, Places, and Environments</p> <ol style="list-style-type: none"> 1. Understands spatial thinking, geographic perspectives, and the relationship between human beings and their environment <p>D. Time, Continuity, and Change</p> <ol style="list-style-type: none"> 1. Knows ways in which human beings seek to understand their historical roots and to locate themselves in time <p>E. Civics and Government</p> <ol style="list-style-type: none"> 1. Understands the importance of civic participation and how people create and change structures of power, authority, and governance <p>IV. Science</p> <p>A. Fundamental Concepts and Processes of Scientific Inquiry</p>

Task 4 Steps	Praxis® Test Specifications
	<p>1. Understands fundamental concepts and processes of scientific inquiry across and within the various scientific disciplines of physical science, Earth and space science, life science, and engineering and technology</p> <p>B. Physical Science</p> <p>1. Understands the basic phenomena of the physical world</p> <p>C. Earth and Space Science</p> <p>1. Knows the basic phenomena of Earth and space</p> <p>D. Life Science</p> <p>1. Understands living organisms and natural systems</p> <p>E. Engineering, Technology and Applications of Science</p> <p>1. Is familiar with methods of facilitating problem solving through inventing solutions to simple problems</p> <p>2. Knows appropriate technology to support scientific inquiry across domains</p> <p>V. Health and Physical Education, Creative and Performing Arts</p> <p>A. Health and Physical Education</p> <p>1. Health: Knows fundamental health concepts and skills</p> <p>2. Physical Education: Knows fundamental physical education concepts and skills</p> <p>B. Creative and Performing Arts</p> <p>1. Purposes and Functions of the Arts: knows why works of art are created and the processes for responding to works of art</p> <p>2. Structure and Processes Within the Arts: knows basic terminology, elements, principles, materials, and processes utilized in visual art, music, dance, and theater</p>
<p>Step 3 Understanding the Two Focus Students Candidates' ability to provide evidence of student learning resulting from the implemented lesson</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <p>2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students</p> <p>D. Writing</p> <p>1. Knows the developmental stages of writing: recognizes strategies to support the development of emergent writing (e.g., copying print, understanding how print conveys a message)</p> <p>4. Understands the characteristics of effective writing</p> <p>II. Mathematics</p> <p>A. Emergent Mathematics: Foundational Skills</p> <p>1. Understands the prerequisite skills that relate to future mathematical concept development</p> <p>B. Numbers and Operations—Whole Numbers</p> <p>3. Understands processes, skills, and concepts related to operations and properties of operations involving whole numbers</p> <p>E. Geometry, Measurement, and Data</p> <p>3. Understands the processes, skills, and concepts for representing and interpreting data</p>
<p>Step 4 Reflecting Candidates' ability to reflect on the effectiveness of their lesson for the entire class</p>	<p>I. Language and Literacy</p> <p>A. Emergent Literacy: Foundational Skills</p> <p>2. Differentiates approaches in the planning and implementation of instruction for all students with diverse needs, including English-language learners (ELLs), students with special needs, and gifted and talented students</p> <p>D. Writing</p>

Task 4 Steps	<i>Praxis</i> [®] Test Specifications
	<p>4. Understands the characteristics of effective writing</p> <p>II. Mathematics</p> <p>E. Geometry, Measurement, and Data</p> <p>3. Understands the processes, skills, and concepts for representing and interpreting data</p>

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